

VISIT...

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Tutor Teaching Tips

Lesson 45: Long o Digraphs • Part 1

MATERIALS

Letter page

Introducing Long o Digraphs



10–15 minutes

Point to the three pictures on the letter page and read the three words under them. Ask the child what vowel sound he/she hears in the words (long o). Explain that the long o sound can be spelled in different ways. Point to the vowels that combine with the letter o to make the long o sound in the three words. Explain that the letter w acts as a vowel in the word *crow*. Then have the child read the first two rows of example words at the bottom of the page. Tell the child that sometimes the letter o stands for the long o sound by itself. Read the words in the third row one at a time. Have the child repeat each word.

Word cards

Write the long o phonograms (word families) *-oad*, *-oast*, *-oat*, *-ow*, and *-oe* on a sheet of paper. Read each phonogram with the child. Give the child the word cards and have him/her sort the cards by laying the cards under the appropriate word family.

Letter cards:
g, r, o, w, n, f, l;
Workmat

Blend Words



5–8 minutes

Give the child the letter cards g, r, o, and w, and have the child make the word *grow* in the row of five boxes as he/she pushes the letters into the boxes while saying the sounds (there will be one box left empty). Remind the child that the letters o and w stand for the /ō/ sound in the word. Say the word *grown* and ask the child what letter he/she needs to add to the end of the word *grow* to make the word *grown*. Have the child push up the letter n and read the new word. Now ask the child what two letters he/she needs to replace to make the word *flown*. Have the child take away the letters g and r and push up the letters f and l. Have the child read the new word he/she has made.

Game cards

Spread the cards face down on the table. Have the child turn over two cards and read the words. If the words are from the same word family, for example, *cold* and *bold*, the child can keep the words. If not, have the child turn the cards over and it is your turn.

Flash cards:
along, *under*

Teach High-Frequency and Story Words



5–8 minutes

Read each new high-frequency word to the child as you hold up the flash card. Have the child look at each card and repeat the word. Then spell the word out loud, saying the letter names. As you spell the word, have the child repeat each letter name and write it in the air with his/her finger. Point out the two parts in the word *along* (a/long).

Flash card:
breakfast

Read the review story word with the child as you hold up the card. Point out the short ea digraph in the word.

Flash cards:
complete set

Read each review high-frequency word with the child as you hold up the card. Then combine all the cards and flash the cards several times for the child as he/she says each word. Tell the child the word if he/she forgets. Point out the *ow* in the word *know* and explain that the k is silent. Point out that the *ow* in *now* does not have a long o sound.

Tutor Teaching Tips

Lesson 45: Long o Digraphs • Part 2

MATERIALS

Letter page

Letter cards:
g, o, a, t, l, f, c,
c, h, s; Workmat

Flash cards

Practice sheet

Decodable book:
*Joan's Goats and
Moe's Crows*

Decodable book;
Take-home
practice sheet

Game cards

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, review the digraphs.

Give the child the letter cards *g*, *o*, *a*, and *t* and have the child make the word *goat* in the row of four boxes by pushing the letters into the boxes while saying the sounds. Remind the child that in the word *goat*, the letters *o* and *a* stand for the /ō/ sound. Ask the child what letter he/she needs to add to make the word *gloat*. Have the child select the row of five boxes and make the word. Then ask the child what letters he/she needs to change to make the word *float*. Finally, have the child find the letters to spell *coach*. Then have the child change the ending to make *coast*.

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Decoding Practice



15–20 minutes

Point out that the word *rowboat* in row 1 has two parts that the child can sound out. Then point out the word *home-grown*, and have the child sound out the two parts. Show the child how to break the words *window* and *willow* into two parts that can be sounded out (win/dow; wil/low). Point out any *-ly* and *-ed* endings. Have the child sound out each word in the row as he/she runs his/her finger under the letters. Then have the child say the whole word.

Have the child sound out the review words in row 2. Point out the *-ing* and *-er* endings. Remind the child that the *ea* digraph can have both the long and short *e* sounds.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out. If the child hesitates on a word, tell him/her the word and have him/her repeat it.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Have the child read the decodable book aloud, sounding out the decodable words. If he/she has difficulty, say the word slowly and have the child repeat it. Have the child read the high-frequency words and story words quickly, without sounding them out. If the child doesn't know a high-frequency or story word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what problem Joan had. Ask what Joan and Moe did at the end of the story.

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading the book in his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Optional Activity

If time permits, play the game from Part 1 again.

Long o Digraphs



boat



crow



toe

coach toad foam roast float

glow snow thrown doe hoe

most post troll roll told scold bolt colt

load

toad

road

boast

roast

toast

coast

coat



float

throat

goat

toe

hoe

flow

glow

mow



g	r	o	w	s
h	n	f	l	t
c	c	a		



coach

roach

cloak

oak

groan

loan

doe

foe

cold

bold

post

most

shown

thrown

crow

snow

under

along

live

down

would

very

about

breakfast

friend

over

what

now

before

should

could

know

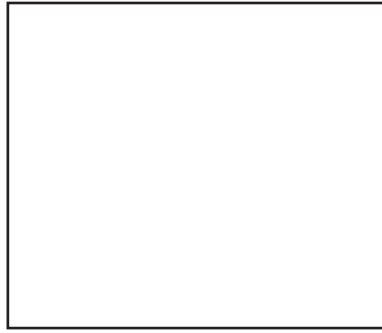
INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Moe • Joan • coast • goat • grow • oat crow • groan • foe • willow • window rowboat • floated • slowly • home-grown
2 Reviewed words	longer • stack • sleeping • near • field wheat • grain • waited • heading • flock things • black
3 New h-f words	be • they • while • said • than • could about • under • along
4 Reviewed h-f words	friend • before • should • could • very down • would • over • what • now • live about • were
5 Phrases	oats for goats moan and groan slow-growing oak
6 Sentences	Joan grows oats for goats. Moe lives by the coast.

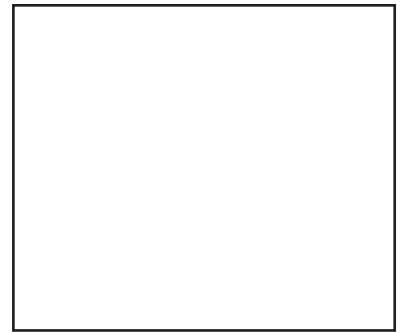
INSTRUCTIONS: Have the child cut out the pictures and paste them in the boxes above their names.



toad



coat



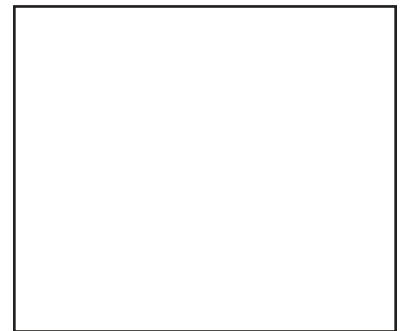
toast



goat



road



soap

